



## Studies in the News for



## Children and Families Commission

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## **Introduction to Studies in the News**

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

## **How to Obtain Materials Listed in SITN:**

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; [csinfo@library.ca.gov](mailto:csinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

## **IMPROVED CHILD DEVELOPMENT**

**The State of America's Children 2008. By the Children's Defense Fund. (The Fund, Washington, DC) 2008. 80 p.**

Highlights and full text at:

[http://www.childrensdefense.org/site/PageServer?pagename=policyareas\\_stateamericasc\\_hildren\\_2008](http://www.childrensdefense.org/site/PageServer?pagename=policyareas_stateamericasc_hildren_2008)

[“CDF's ‘State of America's Children 2008’ report, a compilation of the most recent and reliable national and state-by-state data on poverty, health, child welfare, youth at risk, early childhood development, education, nutrition and housing. The report provides a statistical compendium of key child data showing epidemic numbers of children at risk: the number of poor children has increased nearly 500,000 to 13.3 million, with 5.8 million of them living in extreme poverty, and nearly 9 million children lack health coverage - with both numbers likely to increase during the recession. The number of

children and teens killed by firearms also increased after years of decline. According to the CDF report, children in America lag behind almost all industrialized nations on key child indicators. The United States has the unwanted distinction of being the worst among industrialized nations in relative child poverty, in the gap between rich and poor, in teen birth rates, and in child gun violence, and first in the number of incarcerated persons.”]

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**Preschool Curriculum: What’s in it for Children and Teachers. By Tanya S. Wright and others. (The Albert Shanker Institute, Washington, DC) [2008.] 32 p.**

Full text at: <http://www.shankerinstitute.org/Downloads/Early%20Childhood%2012-11-08.pdf>

[“A new report from the AFT and the Albert Shanker Institute suggests that early, age-appropriate instruction in language, literacy, mathematics and science can have significant, long-lasting effects on preschool children's social and cognitive skills.... ‘Preschool Curriculum: What’s In It for Children and Teachers’ synthesizes the best research on how young children learn in those academic domains and discusses the implications for improving preschool education. The report also says that aggressive, expanded instruction in these areas may yield economic benefits by reducing the learning disparities between rich and poor children that predate preschool and escalate through elementary and into middle school.” AFT News (December 11, 2008.)]

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**The Child Care Transition: A League Table of Early Childhood Education and Care in Economically Advanced Countries. Innocenti Report Card No. 8. (UNICEF Innocenti Research Centre, Florence, Italy) December 11, 2008. 40 p.**

Full text at:

[http://www.unicef.ca/portal/Secure/Community/502/WCM/HELP/take\\_action/Advocacy/rc8.pdf](http://www.unicef.ca/portal/Secure/Community/502/WCM/HELP/take_action/Advocacy/rc8.pdf)

[“This report card provides a set of 10 evidence-based benchmarks that compare and evaluate early childhood services in 25 wealthy countries. The resulting league table shows which countries are currently meeting suggested standards and which are not. Overall, Sweden tops the table by meeting all 10 benchmarks, followed closely by Iceland which meets 9, and Denmark, Finland, France, and Norway which meet 8. Only three countries – Australia, Canada, and Ireland - meet fewer than 3. Canada and Ireland are tied at the bottom with only one benchmark each.” CRRU News (December 11, 2008.)]

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**Early Childhood Services in the OECD Countries: Review of the Literature and Current Policy in the Early Childhood Field. By John Bennett. Innocenti Working**

**Paper No. 2008-01. (UNICEF Innocenti Research Centre, Florence, Italy) August 2008. 101 p.**

Full text at: [http://www.unicef-irc.org/publications/pdf/iwp\\_2008\\_01\\_final.pdf](http://www.unicef-irc.org/publications/pdf/iwp_2008_01_final.pdf)

[“The aim of this text is to provide a review of the literature and current policies of early childhood education and care in the economically most advanced countries of the world.”]

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**The Cost of Doing Nothing: The Economic Impact of Recession-Induced Child Poverty. By Michael Linden. (First Focus, Washington, DC) December 2008. 7 p.**

Full text at: <http://www.firstfocus.net/Download/CostNothing.pdf>

[The “United States will suffer a future economic loss of over \$1.7 trillion if the current recession drives an additional 3 million children into poverty, as has been predicted. That amounts to a yearly loss of about \$35 billion dollars per year over the lifetime these children. This report analyzes the cost of childhood poverty, including its effects on lifetime earnings and health outcomes. Research indicates that children who spend more than half of their childhood in poverty earn, on average 39% less than the median income. Furthermore, a poor child loses approximately a quarter of a million dollars worth of ‘health quality’ over the course of their lifetimes. By aggregating these long-term effects across the millions of poor children who are projected to fall into poverty as a result of this recession, the report produces a baseline estimate of the economic costs of allowing additional children to become poor during a recession.” First Focus.]

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**“Universal PreK Brings New Challenges for Public Elementary Schools. By David McKay Wilson. IN: Harvard Education Letter, vol. 24, no. 6 (November/December 2008) 5 p.**

Full text at: <http://www.edletter.org/insights/collide.shtml>

[“In 2005, when Boston mayor Thomas Menino announced his plan to make prekindergarten available to all four-year-olds in the city, parents and early childhood advocates applauded this initiative to add a 14th year to the city’s public school system. Three years later, after preK classrooms were established... educators say implementing the mayor’s vision has proved to be a major challenge. There were facility issues: none of the classrooms had running water or bathrooms, so administrators lobbied to build toilet facilities in the rooms - at the cost of \$35,000 each. There were oversight issues: many of the elementary school principals weren’t sensitive to the needs of four-year-olds, so Boston established a professional development academy for administrators faced with the prospect of educating preschoolers. Then there was the impact on the elementary schools

where those four-year-olds were getting ready for kindergarten. When those students turned five, they were so well prepared that the district had to retool its kindergarten curriculum to keep pace with children much more ready to learn. The issues faced in Boston are similar to those experienced by educators across the country as they grapple with the flood of public support for preschool education.... But adding another grade to a school isn't as easy as it sounds, especially when those being taught are three or four years old.”]

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**Preschool Matters [Entire Issue.] By the National Institute for Early Education Research. Vol. 6, No. 3. (NIEER, New Brunswick, New Jersey) November/December 2008. 12 p.**

Full text at: <http://nieer.org/psm/pdf/63.pdf>

[“This issue of ‘Preschool Matters’ features research from the U.K. on the long-term positive effects of high-quality preschool education and an article on the federal pre-K curriculum study. Also in Preschool Matters: Director’s Chair: Lessons from the States; Guidance on Assessment and Accountability; Newsmaker: Human Intelligence Researcher Richard J. Haier; Childhood Obesity Prevention.” NIEER Online Newsletter (December 19, 2008.)]

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**California Preschool Curriculum Framework, Volume 1 - Draft. By the California Department of Education. (The Department, Sacramento, California) December 2008. Various pagings.**

Full text at: <http://www.cde.ca.gov/sp/cd/re/psframework.asp>

[“The California Department of Education (CDE), Child Development Division (CDD), through an inclusive process, has developed a draft preschool curriculum framework for early childhood educators as they thoughtfully consider the preschool learning foundations when planning curriculum for preschool children. The purpose of the curriculum framework is to provide an overall approach for early childhood educators to support children’s learning through environments and experiences that are culturally, linguistically, and developmentally appropriate. The curriculum framework includes guidance for setting up environments, building on children’s self-initiated play, the selection of appropriate materials, and planning and implementing teacher-guided learning activities.”]

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**Closing the Achievement Gap: Challenges From Outside the Classroom. Education Policy Breakfasts, 2008-2009 Series. Episode I: Framing the Issue. (NYU Steinhardt, New York, New York) Podcast or video. Program length: 91:23.**

Podcast or video at: [http://steinhardt.nyu.edu/podcast/ed\\_policy](http://steinhardt.nyu.edu/podcast/ed_policy)

[“Students bring with them myriad challenges as they enter the classroom. What does research tell us about these challenges? How do these realities frame children’s learning experiences and opportunities? What specific efforts and policy should be implemented to address these contributions to the achievement gap? Featuring Michael Rebell, Professor of Law and Educational Practice and Executive Director of the Campaign for Educational Equity at Teachers College, and Clancy Blair, Professor of Applied Psychology at NYU Steinhardt, with moderator Carola Suarez-Orozco, Professor of Applied Psychology at NYU Steinhardt.”]

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### **IMPROVED FAMILY FUNCTIONING**

**“A Different Kind of Jail.” By Katherine Mason and Nina Williams-Mbengue. IN: State Legislatures, vol. 34, no. 10 (December 2008) pp. 30-32.**

Full text at: [http://www.ncsl.org/magazine/articles/2008/08sldec08\\_jail.pdf](http://www.ncsl.org/magazine/articles/2008/08sldec08_jail.pdf)

[“Since 1991, parents confined in state and federal prisons increased by 79 percent, according to the Bureau of Justice Statistics. Estimates are that incarcerated parents have 1.7 million minor children, accounting for 2.3 percent of all children in the country. ‘This population is one of the largest at-risk groups of children,’ says Dee Ann Newell, a 2006 senior justice fellow of the Soros Foundation.... Although no firm data exist, child welfare advocates say these children usually lose contact with parents, suffer financial hardships, and face social, academic and health problems.... At least nine states - Hawaii, Illinois, Missouri, New Mexico, Oklahoma, Oregon, Pennsylvania (pending), Vermont and Washington - have turned to a legislative task force to create policies to help these kids. The panels take on one of the fundamental problems of caring for these children: lack of coordination.”]

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**Protecting Children and Strengthening Families. By Rutledge Q. Hutson. (Center for Law and Social Policy, Washington, DC) October 3, 2008. 3 p.**

Full text at: <http://www.clasp.org/publications/protectchildren100308.pdf>

[“Too many children experience abuse and neglect with negative lifelong consequences. Too few children get the services and supports they need to heal. Yet, proven and promising practices can reduce maltreatment and ameliorate harm. Taking these practices

to scale will require federal investment and leadership in five strategic areas. We must: (1) increase prevention and early intervention services that help keep children and families out of crisis; (2) increase specialized treatment services for those children and families that do experience crisis; (3) increase services to support families after a crisis has stabilized (including birth families, as well as kinship and adoptive families created when parents are unable to care for their children); (4) enhance the quality of the workforce providing services to children and families; and (5) improve accountability both for dollars spent and outcomes achieved. Together these efforts will improve the lives of millions of children across the nation.”]

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## IMPROVED HEALTH

**Strategies for Promoting Prevention and Improving Oral Health Care Delivery in Head Start: Findings from the Oral Health Initiative Evaluation. Volume I: Final Technical Report. By Patricia Del Grosso and others. Prepared for the Administration for Children and Families, U.S. Department of Health and Human Services. (Mathematica Policy Research, Inc., Princeton, New Jersey) October 1, 2008. 184 p.**

Full text at: [http://www.mathematica-mpr.com/publications/pdfs/OHI\\_Techrpt.pdf](http://www.mathematica-mpr.com/publications/pdfs/OHI_Techrpt.pdf)

[“Studies show that children living in poverty suffer twice as many dental caries, as well as more barriers to accessing dental care, than their higher-income peers. The Office of Head Start invested \$2 million in grants to 52 Head Start, Early Head Start, and Migrant/Seasonal Head Start programs to implement the Head Start Oral Health Initiative in 2006. ... This report notes that grantees developed and implemented oral health service delivery strategies that were responsive to characteristics of their communities. Implementing services and activities required substantial amounts of staff time, often more than originally estimated. One-quarter of children enrolled were infants and toddlers and more than three-quarters were preschoolers. Nearly 40 percent of children were Hispanic or Latino, a similar percentage were white, and almost 20 percent were African American.” News from Mathematica (December 11, 2008.)]

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**“The Heart of the Matter on Breastmilk and Environmental Chemicals: Essential Points for Healthcare Providers and New Parents.” By Judy S. LaKind and others. IN: Breastfeeding Medicine, vol. 3, no. 4 (December 2008) pp. 251-259.**

Full text at: <http://www.liebertonline.com/doi/pdfplus/10.1089/bfm.2008.0121>

[“It has been generally concluded, based on qualitative analysis, that the known benefits to the infant from breastfeeding outweigh any potential risks associated with background levels of environmental chemicals in breastmilk.... In our view, the essential point for

healthcare providers and new parents regarding breastfeeding and environmental chemicals is: In studies of breastfed versus formula-fed infants across time, including times when levels of environmental chemicals such as dioxins were higher, beneficial effects associated with breastfeeding have been found.”]

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**MyPyramid for Preschoolers. By the United States Department of Agriculture, Center for Nutrition Policy and Promotion. (The Department, Alexandria, Virginia) 2008. Interactive website.**

Website at: <http://www.mypyramid.gov/preschoolers/index.html>

[“MyPyramid for Preschoolers, a program through the United States Department of Agriculture, gives tips, guidelines, and resources for parents and teachers on how to help preschoolers grow up healthy, develop healthy eating habits, and play actively each day.” Early Care and Education Consortium E-News (December 15, 2008.)]

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## **IMPROVED SYSTEMS OF CARE**

**Can Home Visiting Increase the Quality of Home-based Child Care? Findings from the Caring For Quality Project. By Lisa A. McCabe and Moncrieff Cochran. Research Brief. No. 3. (The Cornell Early Childhood Program, Family Life Development Center, Cornell University, Ithica, New York) October 2008. 8 p.**

Full text at: <http://webstaging.bankstreet.edu/gems/naffncc/CaringforQuality.pdf>

[“Home-based child care is the most common type of non-parental child care arrangement in the United States, especially for children under age 4, and children from low-income families.... Yet, despite the prevalence of this type of child care, research also suggests that the quality of care in these settings is typically low. The Study of Children in Family Child Care and Relative Care rated less than 10% of family child care homes as good quality while 35% were rated as inadequate..... Despite the prevalence of family child care homes and evidence suggesting the often low quality, little work has been done to explore how best to support these caregivers to provide high quality care.... Caring For Quality (CFQ) represents one of the first efforts to develop a program that would meet the specific needs of home-based providers, provide long-term support through a one-on-one relationship with a home visitor, and provide training in the home setting during the hours while children are in care. This brief documents results from an evaluation of the first two years of CFQ program implementation and the effect it had on quality of care provided to young children in home-based child care settings.”]



**Making Quality Child Care Possible: Lessons Learned from NACCRRRA's Military Partnerships. By Linda K. Smith and Mousumi Sarkar. (National Association of Child Care Resource and Referral Agencies, Arlington, Virginia) [2008.] 100 p.**

Full text at: [http://www.naccrra.org/policy/recent\\_reports/lessons\\_learned/](http://www.naccrra.org/policy/recent_reports/lessons_learned/)

[“The initiatives used to transform the military’s child care system from what was once called the ‘ghetto of American child care’ to a ‘model for the nation’ can be implemented throughout the states to ensure that all children have access to high-quality care, according to a report... by the National Association of Child Care Resource & Referral Agencies (NACCRRRA). The report... examines the lessons learned through NACCRRRA’s military partnerships about the cost, quality and availability of child care and reveals that if Congress replicates many of the basic initiatives implemented by the military, the quality of civilian child care can significantly improve.”] NACCRRRA Press Release (November 24, 2008.)

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### **STUDIES TO COME**

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

### **IMPROVED FAMILY FUNCTIONING**

**“Explaining the Long Reach of Fathers' Prenatal Involvement on Later Paternal Engagement.” By Natasha J. Cabrera, University of Maryland, and others. IN: Journal of Marriage and Family, vol. 70, no. 5 (December 2008) pp. 1094-1107.**

[“The best chance of ‘reeling-in’ an unmarried father and building the foundations for a stable family life are the critical months of pregnancy, says new research from the University of Maryland. ‘Unmarried dads are less likely to drift away if they are involved with their partner during this vital period when a family can begin to bond,’ says... Natasha J. Cabrera, the principal investigator.... The researchers analyzed data drawn from an ongoing project - the Fragile Families Child Well Being Study - which mostly involved unmarried couples, a total of 1,686 couples in all. In their analysis, Cabrera... found that fathers involved during pregnancy were significantly more likely to remain involved in raising their child at age three. ‘The unmarried father is much more likely either to maintain or move into a more committed relationship if he's involved before the birth, and that's the critical difference,’ Cabrera says.... The study found that marital status is not a critical predictor of a father's involvement. ‘It is the decision that couples make to strengthen commitment and move in together that is important, rather than marital status per se,’ Cabrera said. ‘You don't need much imagination to see that a live-in dad is likely to be more involved in child care and family life.’” NOTE:

Explaining the Long Reach of Fathers' Prenatal Involvement... will be available for loan. EurekaAlert! (December 15, 2008.)]

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## CONFERENCES AND FUNDING OPPORTUNITIES

**Child Care and Development State Budget Policy Workshops. Sponsored by On the Capitol Doorstep, the Child Development Policy Institute and the Children's Defense Fund California. Sacramento Workshop - January 22, 2009. Oakland Workshop - January 27, 2009. Los Angeles Workshop - January 29, 2009. San Diego Workshop - January 30, 2009.**

For more information:

[https://www.cdpi.net/cs/cdpi/download/rs/101/2009BudgetWorkshopFlier.pdf?x-r=pcfile\\_d](https://www.cdpi.net/cs/cdpi/download/rs/101/2009BudgetWorkshopFlier.pdf?x-r=pcfile_d)

[“The budget workshops allow professionals to learn the mechanics in the state budget process and get informed about the January version of the Governor’s fiscal year budget.”]

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**NABE 2009 National Conference. “Strengthening America through a Multilingual Society.” Sponsor: National Association for Bilingual Education. February 18-21, 2009. Austin, Texas.**

For more information: <http://www.nabe.org/conference.html>

[“The National Association for Bilingual Education's annual conference boasts the largest gathering of parents, teachers, administrators, and policymakers dedicated to serving English Language Learners in the United States.” NIEER Online Newsletter (December 19, 2008.)]

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**2009 Child Mental Health Seminar Series: Circle of Security Training. University of California, Davis. February 20 - 21, 2009, Activities and Recreation Center, UC Davis.**

For more information: <http://tinyurl.com/9am7ks>

[“Just how important is a child's quality of attachment with primary caregivers? What are the essential characteristics of a parent/child relationship that will promote emotional well-being and mental health across the life span? What are the danger signs and implications of an unhealthy attachment? Once established, can unhealthy attachment

patterns be altered? The Circle of Security Project is an internationally acclaimed intervention protocol designed to support secure attachment in high-risk populations. This two-day, video-based seminar will utilize the Circle of Security approach to clarify the specific ways a child's secure attachment to caregivers supports the development of capacities for emotional health later in life. This seminar will then clarify how, within the context of an unhealthy attachment, development of these capacities is hindered substantially.”]

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**American Montessori Society 2009 Annual Conference. Sponsor:** American Montessori Society. February 26 - March 1, 2009. New Orleans, Louisiana.

For more information: <http://www.amshq.org/conference2009annual.htm>

[“Please join us for the 2009 Annual Conference of the American Montessori Society.... We are particularly excited about our location. New Orleans is a city inspiring hope around the world as it bravely recovers from the devastation wrought by Hurricanes Katrina and Rita in 2005. In response to the courage of the people of this beleaguered city, and in accordance with Dr. Maria Montessori’s belief that we as educators are the keepers of our world, we dedicate this conference to Educating for Peace and Social Justice. Our theme will be addressed by a stellar lineup of speakers, including Spike Lee, groundbreaking African American filmmaker.... Riane Eisler, social activist and author.... Greg Mortenson will discuss his campaign to promote peace by building schools in the mountains of Afghanistan and Pakistan, as revealed in his book ‘Three Cups of Tea.’”]

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